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ABSTRACT

The Student Service and Philanthropy Project (SSPP) was designed to afford students an opportunity to assume leadership roles in promoting positive social change in their community. This document presents a 1992-93 evaluation of the SSPP concerning the program's implementation and the perceptions of its success on the part of students and project coordinators. Each school provided a project coordinator who had experience in promoting student involvement in community service. The project provided a course for students to learn what foundations are and how they operate and to develop requisite skills. Students also oversaw the projects funded by a minifoundation and directly participated in at least one such project. Benefits of the project, according to the students, included learning to make decisions, developing self-esteem, developing confidence about speaking in front of an audience, assuming greater responsibility, setting higher standards, and working with other people in the pursuit of common goals. Project coordinators praised the project for empowering students to make decisions about meaningful issues and helping them develop many important skills. They believed that it combined learning with practical experience in a way that gave students confidence in their ability to have an impact on the world in which they live. An appendix provides a list of community service projects funded. (GLR)

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ED 366 675

OREA Report

STUDENT SERVICE AND PHILANTHROPY PROJECT

1992-93

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STUDENT SERVICE AND PHILANTHROPY PROJECT

1992-93

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EXECUTIVE SUMMARY

The Student Service and Philanthropy Project (S.S.P.P.) was established as a three-year demonstration project by the Surdna Foundation in collaboration with the New York City Public Schools during the 1991-92 school year. Its purpose was to afford students an opportunity to assume leadership roles in promoting positive social change in their community. Specifically, the project aimed at teaching students about philanthropy and community service through firsthand experience in managing a mini-foundation and overseeing grant awards, participating directly in funded projects, and sharing these experiences with others. In its first year of operation, the project was implemented during the spring 1992 semester in three high schools--George Washington in Manhattan, James Monroe in the Bronx, and Automotive in Brooklyn. During 1992-93, it continued in these schools, but over the course of two semesters, as originally intended. Each school received $7,500 from Surdna to finance the mini-foundation.

The 1992-93 evaluation of the S.S.P.P. by the Office of Research, Evaluation, and Assessment (OREA) focused on documenting the program's implementation and the perceptions of its success on the part of students and project coordinators.

Each school had a project coordinator, chosen in part because of previous experience in promoting student involvement in community service; all were, or had been coordinators of student activities. With the help of guidance counselors, they selected the student participants, largely on the basis of their leadership potential. Between 35 and 55 students started the program at each school, although some dropped out because of scheduling problems during the second semester or lack of continued interest.

During the fall semester, students met daily in a course taught by the project coordinator, directed at helping them to understand what foundations are and how they operate, and to develop requisite skills--e.g., budgeting, grantwriting, communication, team building, and values clarification. They also learned to assess community needs and make judgments about the worthiness of proposals intended to address them. The fall term included visits to various foundations to ask questions and participate in hands-on activities, and visits from community service practitioners, such as local police officers, to discuss community problems.

In the spring semester, the course met once a week. Students oversaw the projects funded by the mini-foundation, and participated in at least one directly. Class time was devoted to discussing problems encountered in monitoring projects and ways of handling them, as well as reflecting on their foundation

experiences and what they had learned from them. Students received one academic credit for each semester.

The mini-foundation in each school funded a variety of projects, often focusing on a particular theme, such as health issues or the needs of young children or senior citizens; however, students in each school reported that their main criterion for awards was benefit to the school or community at large.

Benefits of participation in the project, according to students, included learning to make decisions, developing confidence about speaking in front of an audience, developing self-esteem, assuming greater responsibility, setting higher standards, and working with other people in the pursuit of common goals. Project coordinators praised the project for empowering students to make decisions about meaningful issues, and helping them develop many important skills. They believed that it combined learning with practical experience in a way that gave students confidence in their ability to have an impact on the world in which they live.

Suggestions for improving the project from students and project coordinators centered on the need for more time. Most felt that the course should meet daily during the spring semester as in the fall, that the project requires more time beyond class meetings, and that one year is not enough time to accomplish project goals.

Based on the evaluation findings, OREA recommends that program planners:

- investigate ways to include more schools and students in view of the initial success of S.S.P.P.;
- solicit additional funding for the program from private organizations as well as public school monies;
- change the scheduling for the spring term so that courses meet once a day in order to mitigate scheduling conflicts that forced some students to drop out of the program, and to provide enough time to carry out project responsibilities;
- consider ways to continue involving students who have already participated in the project for one year;
- advertise the project more widely so that the school and outside communities are more aware of its existence, thereby generating more proposals; and

- educate students more about community organizations and the problems of the community so that they will be better prepared to make funding decisions.

ACKNOWLEDGMENTS

This report was written by the Office of Research, Evaluation, and Assessment's High School Evaluation Unit (OREA/H.S.E.U.) of the New York City Board of Education under the direction of Dr. Lori Mei. Judith A. Eisler, Evaluation Associate, served as project manager for the coordination and writing of this evaluation report. Howard Budin, Evaluation Consultant, was responsibile for site interviews and report writing.

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TABLE OF CONTENTS

	Page
Executive Summary	i
Acknowledgments	iv
I. Introduction	
Project Description	1
Project History	2
Program Evaluation	3
Scope of this Report	4
II. Project Implementation	5
Role of Coordinators and Student Selection	5
Project Curriculum	6
Community Service Projects	9
Participants' Assessment of the Project	12
III. Conclusions and Recommendations	15
Appendix: List of Community Service Projects Funded	18

I. INTRODUCTION

PROJECT DESCRIPTION

The Student Service and Philanthropy Project (S.S.P.P.), a three-year demonstration project, was established by the Surdna Foundation in collaboration with the New York City Public Schools during the 1991-92 school year. Its overall goal is to help students realize that they can be a force for positive social change by providing them with the opportunity to govern and administer mini-foundations committed to community service. Specifically, the project's major objectives are: to teach students about philanthropy and community service through direct experience; to have students design, fund, and implement plans based on the needs of their communities; and to give students the opportunity to reflect on their experiences and share what they have learned with others. With a $7,500 grant provided by Surdna, the student-run foundations are empowered to solicit and fund proposals submitted by students in participating high schools and selected feeder middle schools.

At each school, students take a course (for academic credit) in community service and philanthropy intended to give them the leadership skills and knowledge needed to operate a foundation. Under the direction of a school-based project coordinator, they develop guidelines and procedures for proposal requests, evaluate and monitor projects, and provide technical assistance to community service project leaders. After the grants are awarded, students assume the role of project liaison for one of the projects--overseeing project activities, meeting with the project

leader (an adult responsible for administering it), and troubleshooting problems; they also participate in implementing another project.

PROJECT HISTORY

In its first year of operation, the S.S.P.P. (intended as a two-semester project) was implemented during the spring 1992 semester at three high schools--George Washington in Manhattan, James Monroe in the Bronx, and Automotive in Brooklyn. The Offices of the Deputy Chancellor of External Programs and Community Affairs and of the Director of Pupil Personnel Services selected these schools because they reflect New York City's diverse student population and because of their history of student participation in community service activities. According to the school-based coordinators interviewed by OREA evaluators, their schools had also been active in projects that foster student leadership and team building, and incorporate innovative approaches to teaching. The coordinators, themselves, had a record of promoting community service among their students, developing leadership curricula, and getting grants for school projects. All were, or had been, the Coordinator of Student Activities (COSA) at their school, one for as long as 20 years. The Surdna project director explained that school coordinators had been chosen for their demonstrated knowledge of student leadership development, and noted that the accomplishments of these individuals were contributing factors in the selection of their schools to participate in the project. In addition, since

the project is eager to encourage the involvement of the larger community, and especially younger children who will be motivated to serve their community in the future, another consideration in selecting the pilot schools was the prior existence of a relationship with intermediate feeder schools that had experience in leadership development or community service projects.

Visits to foundations such as the Ford Foundation gave students the chance to talk with foundation officers about the role of philanthropy as a vehicle for social change and how foundations actually work; Outward Bound provided one day of training in leadership skills and team building. Throughout the semester, students attended daily classes led by the school coordinator directed at developing skills in values clarification, budgeting, grantsmanship, brainstorming, problem-solving, and consensus-building.

During 1992-93, the project was extended to two semesters. The fall 1992 semester focused on students learning about philanthropy and grantmaking, and developing leadership skills; grants were awarded toward the end of the semester. During the spring semester, students oversaw projects and assumed active roles in them.

PROGRAM EVALUATION

The 1992-93 evaluation of S.S.P.P. by the Office of Research, Evaluation, and Assessment (OREA) focused on program implementation during the first full year of operation and

participants' perceptions of the program. The evaluation was based on the following data sources:

- interviews with the project coordinator in each school;
- interviews with a sample of participating students in each school (N=14);
- discussions with the project director from the Surdna Foundation; and
- review of relevant project documents.

SCOPE OF THIS REPORT

This report consists of three chapters. Chapter I provides an overall description of the project and evaluation procedures. Project implementation and participants' perceptions of the project are discussed in Chapter II. Conclusions and recommendations are presented in Chapter III.

II. PROJECT IMPLEMENTATION

ROLE OF COORDINATORS AND STUDENT SELECTION

During 1992-93, the project continued in the same three high schools that had piloted it the previous year--George Washington, James Monroe, and Automotive. Responsibilities of school coordinators included recruiting students, preparing the course curriculum and teaching it throughout the year, networking with other staff to advertise the program and solicit proposals, coordinating project activities, and providing overall direction.

Students were selected, according to coordinators, primarily on the basis of their leadership potential. All of the coordinators used referrals from guidance counselors and deans, as well as their own contacts among students, to identify students they believed would benefit from the program and would be capable of succeeding in it. All reported trying to obtain a diverse group of students for the class--e.g., students of different grade levels, interests, and levels of academic achievement. A total of 136 students started the program in the fall 1992 semester--53 at James Monroe High School, 40 at George Washington, and 39 at Automotive. There were a fairly equal number of males and females, overall, although at Automotive the males far outnumbered the females (33 vs. 6). With respect to grade level, the vast majority of students at each of the three schools were in the tenth grade (N=118); only ten students were in the ninth grade. (Grade levels could not be determined for

eight students.) The rationale for selecting students in the lower high school grades was that these student would have an opportunity to remain active in school leadership projects as junior and seniors, and might submit proposals for community service projects in subsequent years.

Project guidelines specified that students would participate for only one year in order to extend the opportunity to a larger number of students. Consequently, all of the students were new to the project this year. The three schools began the fall semester with 35-55 students, but in all cases ended the school year with fewer participants. Some students dropped out or were asked to leave because of lack of continued interest; others were not able to continue in the spring semester because of scheduling problems.

PROJECT CURRICULUM

In the fall semester, the course met for one period a day, five days a week, in all schools. Students received one credit--in English in two of the schools, and in social studies in the other. The main goals of the course in the first term were to educate students about grants and foundations and to teach them leadership skills. Under these two general headings, school coordinators listed a variety of more specific aims and activities. Curriculum activities designed to teach students about grants and foundations included defining a foundation, learning what grants are and who might receive them, understanding the grantwriting process, electing officers for the

school's mini-foundation, and practicing budgeting skills. Leadership activities included: practicing communication skills; participating in values clarification and conflict resolution exercises; discussing prejudices, self-esteem, and human development; group dynamics activities to get the class to coalesce as a group; and understanding different leadership styles.

Another goal mentioned by school coordinators was to understand community problems and needs. Through class discussion about the school and its community, students at each school decided whether to focus on particular issues and needs in granting awards. The students at Monroe, for example, focused largely, but not exclusively, on AIDS and health-related issues, while those at Automotive concentrated on the needs of young people up to age twenty-one. Each group named its own mini-foundation: "Dreams Become Reality Foundation" at Monroe; "Student Empowerment Fund" at George Washington; and "Automotive Leadership Foundation" at Automotive.

The fall term curriculum also included visits to foundations such as Ford, the New York Community Trust, and Surdna, where students met with foundation officers, asked questions, and participated in exercises evaluating proposals and running foundations. They also participated in at least one day of Outward Bound training in leadership skills. In addition, school coordinators and students reported receiving visits from adult experts in different areas. Police officers visited one class to

exchange ideas with the students about the community and its problems; another received a visit from a diplomatic representative of the State Department. The rationale for all these visits, according to one school coordinator, was to give students hands-on practice with leadership skills, and to show them they could communicate with adult experts and rely on them for support.

In the spring term, the class met only once a week. The focus of the second term was to monitor the funded projects and discuss problems that arose in connection with them. Each student was a "Project Director" for one of the funded projects--or more accurately, liaison to a project--responsible for overseeing its operations and budget. To get another perspective on community service, each student also participated in at least one of the funded projects. According to school coordinators, students spent as much as 15 hours per week, often including lunch periods, weekends, holidays, and time after school, fulfilling these two roles. They received one credit for meeting the second semester requirements, as well--in English, social studies, or in one school, as an elective.

Throughout the year students also engaged in some reflective activity as part of their coursework, although this varied from school to school. In one school, students kept private journals all year. In another, the teacher had students write reaction papers on various parts of their experience in the award-granting process. In the third school, students took some class time

almost every week to write about their experiences during that week. In general, students wrote about their thoughts and feelings, how effective they thought activities were and what they learned from them, and how their experiences changed their perceptions and attitudes. Class time was also devoted to discussing and reflecting on the foundation experience, including an analysis of what went right and what went wrong, and what students would do differently next time.

All of the school coordinators reported that they assessed students' progress largely on the basis of what they accomplished during the semester. This included improvement in communicating verbally, participation in discussions and planning groups, and carrying out project-related responsibilities. Teachers also relied to some degree on students' written work, in the form of assigned papers, journals, and reaction papers. All teachers gave homework of some sort, usually written assignments. One teacher reported giving essay tests at the end of both terms.

COMMUNITY SERVICE PROJECTS

Central to students' experience in the S.S.P.P. was making value judgments about community needs, including deciding what constitues a "community," and then assessing the proposed ways of meeting those needs. One task of each mini-foundation was to establish their own criteria and create guidelines for groups planning to submit proposals. In part, the content of the guidelines derived from student discussions about their goals, while other aspects, such as language about not supporting groups

that discriminate, were taken from sample guidelines provided by Surdna. Application guidelines from the Automotive Leadership Foundation, for example, solicited applications from "youth groups who wish to do community service and volunteer work directly with young people in Brooklyn and Manhattan, up to the age of 21."

After learning about foundations and grantmaking, and practicing the skills needed to judge, award, and monitor grants, students in each school selected proposals they felt best met their criteria. The selection process varied slightly from school to school, but the general procedures were the same, according to students. Guidelines were created and circulated within the school (and to others in the community, if consistent with the mini-foundation's focus), and proposals were submitted. Subcommittees of students judged each proposal, sometimes with the help of a ratings checklist they had created. In some schools the subcommittee made oral presentations to the whole group about each proposal. The final decisions were made either by a vote of the whole group or by the Board of Directors (officers) of the mini-foundation.

Asked what criteria they used in funding projects, students said they looked for those proposals they felt would be of "the most benefit to society" or those of "most value to the community." Other considerations were to fund projects "which would continue," or those from "groups showing that they're interested and committed."

Each mini-foundation funded a variety of projects. (See Appendix for complete list.) The Automotive Leadership Foundation funded a project in which high school students assisted in a local day care center two afternoons a week, providing $1,260 for toys, games, and a year-end party. A voter registration project was awarded $370 for tee-shirts and supplies. A group interested in training peer mediators to prevent violence and reduce prejudice in neighborhood schools received $1,000. Other projects featured students from three schools working together to make a garden in a neighborhood park, and creating posters about AIDS, smoking, and staying in school.

The George Washington Student Empowerment Fund funded projects to work with senior citizens and children in a nearby hospital, to reduce the graffiti in the school, to recycle bottles and cans, and to create educational videos about conflict resolution and decision-making for good health. A number of projects at this school were directed at local junior high schools: conducting mock trials to increase interest in law and respect for George Washington High School; presenting debates to show how words can help solve disagreements; and helping junior high students with homework and advising them on problems. Other projects focused on black history, women's history, planting gardens on the school grounds, and hosting a college fair.

A variety of projects funded by the Dreams Become Reality Foundation at Monroe targeted the needs of children and adolescents: telling stories at a local hospital; working with a

day care center; tutoring elementary students in computer skills; and performing songs and skits at day care centers and elementary schools. Some concentrated on health issues like AIDS prevention and education, and learning about first aid and cardiopulmonary resuscitation. Others focused on understanding other cultures and eliminating racism and prejudice among high school students.

Each of these projects had an adult supervisor whose role was to sponsor the project officially, advise students working in it, do at least some of the financial record-keeping and monitoring of money, and network with the school coordinators. Each of the three participating schools reported that a few projects never got started or were abandoned because of lack of sustained interest on the part of the grant recipients.

PARTICIPANTS' ASSESSMENT OF THE PROGRAM

Students' and school coordinators' perceptions of the value of the program were uniformly positive. All students interviewed thought the training they received, and the program as a whole, were valuable. They felt it helped them, as individuals, learn to make decisions, speak before other people, have greater self-esteem, assume greater responsibility, and have higher standards. They believed the program was also beneficial because it taught them to exchange ideas and work better with other people. One student thought the "best part was group decisions where everyone brought opinions out." Another was grateful to have learned leadership skills such as "how to handle situations" and "how to run a corporation." Another considered the program

valuable because it made students more independent, but at the same time made them realize that they all needed and were dependent on each other. Several students expressed satisfaction in being able to do something to help their community.

School coordinators were enthusiastic about the program primarily because it empowered students to assume responsibility and make decisions about meaningful issues. They also saw as beneficial many of the skills practiced by students through the program, such as communication, money management, organization, and analysis. They liked the way the program linked reading, study, and theory with real world practice, letting students see that the skills they were learning are needed in practical situations. They felt that exposing students to learning experiences outside the classroom and visits from outside experts gave them self-confidence to act in the adult world and to know that they could have some effect on it.

Several comments from school coordinators summarize the impact they believe the program could have on students and their communities. One commented that the program has "given me a whole core of kids involved in community service, which I've been wanting to do for 20 years." Another believed that it "strengthened the value students place on education." A third, commenting on how the program had influenced students' decisions about their future said, "One girl is going to graduate and work with the Red Cross. Several want to start HIV programs in their colleges. I think lives will be saved because of this program."

Students and teachers had suggestions for improving the program. A prime concern of each group was the scheduling for the spring semester. One coordinator said that weekly class sessions were experimental but would be changed next year because meeting once a week was not sufficient, and scheduling conflicts prevented some students from continuing in the project.

Many students also felt that more time should be devoted to the project, overall. Several thought it should be scheduled for more than one period a day, and others expressed the desire to be part of the program for more than one year. One student felt that a longer period of time was necessary to accomplish the goals the mini-foundation had set for itself. Other suggestions were to find ways to advertise the program more widely so that more proposals would be submitted, and to work more closely with the community to learn about problems and set goals.

III. CONCLUSIONS AND RECOMMENDATIONS

The findings of this evaluation indicate that the first full-year implementation of the Student Service and Philanthropy program in 1992-93 was immensely successful. Perceptions by students and school coordinators were extremely positive. Some students referred to the program as the best school experience of their lives, and school coordinators indicated that they had long wanted the opportunity to implement a program like this.

The success of the S.S.P.P. stemmed primarily from two factors. First, the Surdna Foundation worked with the Board of Education to identify school coordinators with excellent experience as coordinators of student activities who had great enthusiasm for the project. Second, Surdna and the school coordinators worked together to develop a set of curricular activities that were valuable to the students in implementing their mini-foundations.

The S.S.P.P. curriculum was exciting and interesting to students because it combined theory and practice in meaningful ways. Students were heavily invested in the project because they perceived its goal of helping the school and community as laudable. The project was also meaningful to them as a real-life experience because they were given the responsibility, and the funding, to have real influence on their community. Under these conditions, students realized that they needed considerable background knowledge and skills to make the project successful.

The curriculum successfully combined the skills of operating a foundation and leadership in such a way that the benefits students received had the potential for serving them well in other areas of their lives.

The curriculum included a variety of worthwhile and engaging activities, including visits to foundations and from adult experts, learning skills such as budgeting and running a foundation, soliciting and evaluating proposals, and monitoring and participating in funded projects. These activities required a considerable commitment of time, and students often devoted time beyond the school day to them. Students and school coordinators were much more satisfied with the scheduling arrangements in the fall term, in which the course met every day, than in the spring, in which it met once a week. Several students felt that the project needed to schedule more time, both during a given term and over a period of years, in order for them to complete project activities satisfactorily.

Whether the time spent this year was sufficient or not, students and school coordinators perceived large benefits for the students. These included the development of skills in leadership, communication, budgeting, and analysis, as well as heightened self-esteem and the belief that they could achieve significant outcomes in the real world.

Based on the evaluation findings, OREA recommends that program planners:

- investigate ways to include more schools and students in view of the initial success of the S.S.P.P.;
- solicit additional funding for the program from private organizations as well as public school monies;
- change the scheduling for the spring term so that courses meet once a day in order to mitigate scheduling conflicts that forced some students to drop out of the program, and to provide enough time to carry out project responsibilities;
- consider ways to continue involving students who have already participated in the project for one year;
- advertise the project more widely, so that the school and outside communities are more aware of its existence, thereby generating more proposals; and
- educate students more about community organizations and the problems of the community so that they will be better prepared to make funding decisions.

Appendix:

List of Community Service Projects Funded

STUDENT SERVICE AND PHILANTHROPY PROJECT

James Monroe High School - Dreams Become Reality Foundation

Youth for Kids - Ms. Salgado

1. Students from Gompers High School and Monroe will volunteer at a local hospital providing story telling, arts and crafts and companionship. $635

Fulton Day Care - Mr. Kaufman

2. A party with games, music and food will be given for the children in June by the work study students from Monroe. $530

Church of God Youth Group - Rev. DeJesus

3. Church youth group (including Monroe students) will fight graffiti by painting murals on buildings in the neighborhood. $600

Lincoln Hospital - Mr. Doherty

4. Work study students working with adults and children with AIDS will hold a series of parties with games, music and pizza. $450

NY Working/Business Academy - Ms. Green/Mr. Quezada

5. Monroe students will tutor students from local elementary school C77 in computer skills. $300

Bronx Gospel Choir - Mr. Brunson

6. Students from Monroe and T. Roosevelt H.S. will perform gospel music at shelters, hospitals, and community centers. $800

HIV/AIDS Peer Educators - Mr. Porton

7. Monroe Peer Educators will provide HIV prevention lessons after school at public libraries and in classrooms throughout the Bronx. $540

International Club - Mr. Sheehan

8. The Club will create a variety of multicultural projects throughout the Spring term. They hope that a greater respect for diversity will increase peaceful behavior. $500

Umoja Club - Mr. Lessuck

9. They will create a comic book dealing with racism and sponsor workshops dealing with racism at Monroe and at junior high schools. $600

Major Art Class - Ms. Dworkin

10. Artists will design and paint large murals for the cafeteria at James Monroe. $800

Volunteers for the Elderly - Mr. Porton

11. Monroe students will make home visits and help neighborhood elderly with chores, etc. They are working with the Bronx Council on the Aging. $350

Monroe Eagle Players -Mr Donn/Mr. Porton

12. Students will perform songs and skits at day care centers and elementary schools. Songs in the "Pure Imaginations Tour" will be age appropriate. $750

Red Cross Club - Mr. Scher/Mr. Warman

13. Students will be trained in CPR, Heimlich maneuver, first aid etc. They will speak to students about a healthy life style. $300

India Club - Ms Baliraj/Ms. Adams

14. A club that is inclusive, they will lear about the differences in cultures and the difficulty in adjusting to a new culture. $400

Latin American Organization - Mr. Quezada

15. The Club will create bulletin boards throughout Monroe H.S. reflecting various aspects of Hispanic culture. $400

6-93

STUDENT SERVICE AND PHILANTHROPY PROJECT

George Washington High School - Student Empowerment Fund

DECA Recycling - Mr. Corbo
1. The students hope to establish a school-wide program to recycle cans and bottles. It would be a first for a New York city high school. $1,300

Isabella Senior Helpers - Mrs. Willens
2. Senior citizens will be given manicures and make-up assistance by the students. This activity will enable the students to develop trust and friendship with the senior citizens.

Mock Trial - Mrs. Strauss
3. Presentation of Mock Trials at junior high schools and the Isabella Nursing Home. Goal is to increase interest in law, communications, and respect for GW. $500.

Debate Club - Mrs. Strauss
4. Members will visit junior highs to teach how words can be used to solve disagreements. $500.

Children at Columbia Presbyterian - Mrs. Willens
5. To work with children in the hospital playrooms and help them have some fun during a difficult time in their lives. $150

Reach Out - Alianza - Ms. Aponte
6. GW students will work with students from local JH 143 playing games, doing homework and listening to their problems. $160.

Career Day Student Volunteers - Ms. Rosa
7. Students will have the opportunity to hear people from different professions speak about their jobs. $380

Aspira Club Graffiti Project - Ms. Vasquez
8. The goal of the Club is to have a graffiti free school. They will clean affected areas and distribute posters stating that graffiti is "uncool." $260

Video Squad - Mrs. Willens
9. Students from Leadership and Acting Classes and the Council for Conflict Resolution will create two educational videos to educate students about conflict resolution and decision making for good health. To be used in the high school and in neighborhood junior highs. $750.

Women's History Month - Mrs. Williams

10. To create bulletin boards around the school that focus on successful women and the roles they play in the world. $78

Future Farmers of America - Mr. Haicken

11. Two perennial gardens will be planned and planted on the school grounds to beautify the area. $930

Flor de Piedra - Mr. Ferradas

12. Students will perform scenes from an original play "Kennedy's Brigade". This production will be given in the school and in the neighborhood library and junior high schools. $500.

Black History - Ms. Williams

13. Students will create a bulletin boards around the school to celebrate Black History Month. $40.

College Fair - Ms. Davis

14. To plan, prepare and host representatives from colleges pior to the college fair and to work on the reception. $375.

Nurse Mentoring - Ms. Buckley

15. Students will assist nurses at Columbia Presbyterian to learn more about medical careers. Funds provide for transportation. $150.

Quilt Project - Ms. Gruen

16. A quilt with the faces of GW students will be a multi-cultural work of art to be hung in the library. $130.

6-93

STUDENT SERVICE AND PHILANTHROPY PROJECT

Automotive High School - Automotive Leadership Foundation

Day Care - Mr. Mulqueen

1. Students will assist in the classroom at a neighborhood day care center two afternoons a week. Toys and games will be purchased for the school and an end of the year party will be given by the students. $1,260.

S.A.V.E. and S.A.V.E. Crown Heights - Mr. Dansiger

2. Students will be trained as peer moderators and to promote violence prevention and prejudice reduction in the neighborhood schools. Funds will be used for tee shirts and literature and travel. $1,000.

MAD Ad Council - Mr. Ambrose

3. To provide a creative outlet for students to reach other students through posters on issues like AIDS, smoking, staying in school and other relevant issues. Monies will be used for art supplies. $125.

Voter Registration - Mr. Butterfield

4. Students will mount a campaign to register as many of the eligible students in the school as possible. They will also take their campaign out into the neighborhood. Monies are for tee shirts and supplies. $370.

John Jay Student Council/Mediation and Negotiation
Ms. Campbell

5. The goal of the project is to reduce violence by demonstrating alternatives to violence through conflict resolution training.

AIDS Peer Education - Mr. Butterfield

6. Students will be trained to be AIDS Peer Educators. They will work in their school and community to educate young people about AIDS.

McCarren Park Garden

7. Automotive students will work with students from two other schools to develop a garden. McCarren Park is located across from Automotive High School.

Spanish Peer Leadership

8. ESL students work with new ESL students to help them with school work and to incorporate them into school life.

Harmony Day

9. Celebrating students of different races and nationalities in an attempt to reduce racial tensions among different groups. Celebrating with food, music and dance.

6-93